R E P O R T R E S U M E S

ED 015 160 SP 001 386

SELF PERCEIVED MASTERY OF CURRICULUM CONTENT AND OF METHODS ON THE PART OF BEGINNING ELEMENTARY SCHOOL TEACHERS AND PROSPECTIVE TEACHERS AT VARIOUS STAGES OF PREPARATION.

BY- ABELSON, HAROLD H. DIAMOND, LORRAINE K.
CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION

PUB DATE SEP 67

EDRS PRICE MF-$0.25 HC-$0.92 21P.

DESCRIPTORS- *CURRICULUM, *EFFECTIVE TEACHING, ELEMENTARY EDUCATION, LONGITUDINAL STUDIES, RATING SCALES, *SELF EVALUATION, *STUDENT TEACHERS, TABLES (DATA), TEACHER EDUCATION, TEACHER IMPROVEMENT, *TEACHING METHODS, TEST RELIABILITY, SELF RATING OF MASTERY SCHEDULE,

TO INVESTIGATE STUDENT TEACHERS' SELF PERCEIVED CHANGES IN THEIR MASTERY OF CURRICULUM CONTENT AND TEACHING METHODS, 313 ELEMENTARY EDUCATION MAJORS WERE ADMINISTERED A SELF RATING OF MASTERY SCHEDULE AT SIX POINTS FROM THE START OF THE FIRST COURSE IN EDUCATION TO THE BEGINNING OF THE SECOND YEAR OF TEACHING. THE SCHEDULE LISTED 8 CURRICULUM AREAS--ART, MUSIC, HEALTH, SCIENCE, MATHEMATICS, READING, OTHER LANGUAGE ARTS AND SOCIAL STUDIES AND TWO FOUNDATION AREAS--PSYCHOLOGICAL FOUNDATIONS, AND HISTORICAL, SOCIAL AND CULTURAL FOUNDATIONS. THE STUDENTS WERE ASKED TO RATE THEMSELVES ON A 7-POINT SCALE WITH 1 REPRESENTING THE KNOWLEDGE OF SKILL AN AVERAGE COLLEGE FRESHMAN MIGHT HAVE, AND 7 THE DEGREE OF SKILL A SUPERIOR TEACHER SHOULD POSSESS. THE FINDINGS WERE--(1) THE STUDENTS CONSISTENTLY RATED THEMSELVES HIGHER ON MASTERY OF CONTENT AND METHODS DURING COLLEGE. (2) GAINS WERE MINIMAL DURING THE FIRST YEAR OF TEACHING. (3) RATINGS OF CONTENT MASTERY MOVED UPWARD MORE RAPIDLY AT FIRST, BUT WERE LATER EQUALLED BY MASTERY OF METHODS RATING. (4) SELF-RATINGS IN ALL LANGUAGE ARTS TENDED TO BE HIGH THROUGH COLLEGE. (5) METHODS IN MUSIC WERE THE MOST DIFFICULT TO ACHIEVE. AND (6) CONTENT AND METHODS MASTERY RATINGS TENDED TO GO HAND IN HAND, POSSIBLY BECAUSE OF THE "HALO" EFFECT. (AW)

SP001386

R 4 00

ED015160

SELF PERCEIVED MASTERY OF CURRICULUM CONTENT AND OF METHODS ON THE PART OF BEGINNING ELEMENTARY SCHOOL TEACHERS AND PROSPECTIVE TEACHERS AT VARIOUS STAGES OF PREPARATION

by

Harold H. Abelson and Lorraine K. Diamond

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Division of Teacher Education
THE CITY UNIVERSITY OF NEW YORK

September 1967

SELF PERCEIVED MASTERY OF CURRICULUM CONTENT AND OF METHODS ON THE PART OF BEGINNING ELEMENTARY SCHOOL TEACHERS AND PROSPECTIVE TEACHERS AT VARIOUS STAGES OF PREPARATION

Harold H. Abelson and Lorraine K. Diamond
The City University of New York

The span from the sophomore year through the first year of teaching and graduate study probably marks the most critical period in the total preparation and in-service growth of elementary school teachers. The present project is concerned with self-perceived changes during this period with respect to mastery in eight areas of the elementary school curriculum and in two broad fields of psychological and social foundations of education. Mastery is further differentiated as between (1) grasp of content, or in the case of foundations, knowledge; and (2) grasp of methods of teaching, or in the case of foundations, ability to apply knowledge.

Ideally, an objective determination of masteries would be desirable. However, in order to achieve a wide-range view and one reflecting change over a period of time, it was necessary for practical reasons to rely on self report alone. Hence the study indicates self-perception rather than competency as such, except to the extent that the former may indirectly relate to the latter.

The assistance of Dr. Leonard Alshan in the computer facilitation of certain statistical analyses employed in the study is gratefully acknowledged, as is the cooperation of students and graduates who participated in the study.

Nevertheless, there are two mitigating considerations in the practically dictated use of subjective ratings rather than objective measures: (1) the phenomenon of self-image is itself significant in teacher education in view of the known interaction of psychodynamic with cognitive factors; and (2) the comparative examination of even partially valid data may serve to generate hypotheses that may subsequently be subjected to more intensive and dependable investigation. Above all, the wide and long-range view permits one to structure the problem of teacher education in terms of a conceptual model that embraces fundamental constructs and principles of developmental and learning theory. The present report does not attempt to make that model explicit but instead, is devoted to a preliminary empirical survey based on self-rating of masteries.

The Self-Rating of Mastery

Present students and recent graduates of the City College Elementary Education teacher preparation program as of 1964, 1965, and 1966 were used as subjects in the study. Six chronological points were selected extending from the start of the first course in the professional Education sequence to the beginning of the second year of teaching following graduation from the program, as follows: (1) first Education course taken typically at the upper sophomore level; (2) first course in Methods and Materials of Teaching taken typically at the upper junior level; (3) student teaching taken typically at the upper senior level; (4) one month of beginning teaching; (5) one term of beginning teaching; and (6) one year of beginning teaching. The last three groups had to be reached by mail, with a resultant return of approximately half the potential population. As a partial check on the possible influence of sampling and of changes in influencing factors, several replication and correlational studies were made with no significant shift in results. The number of respondents in each group is indicated in the table of findings.

As the vehicle for conveying the respondents' self image, a one-page Self-Rating of Mastery Schedule was devised. The schedule listed eight curriculum areas: Art, Music, Health, Science, Mathematics, Reading, Other Language Arts, and Social Studies; and two foundations areas: Psychological Foundations, and Historical, Social and Cultural Foundations. These areas were presented twice, first under the heading, Mastery of the Subject Content, and second, under the heading, Mastery of Methods of Teaching the Subject. The instructions indicated an appropriate adaptation of the concepts of content to knowledge and of methods to ability to apply knowledge for the two foundations items.

On the Self-Rating of Mastery Schedule respondents were asked to rate themselves on a seven point scale reflecting degrees of progression from the relatively unsophisticated level of the college freshman to the level of the superior, "near-ideal elementary school teacher with ten or more years of experience and a year of graduate or in-service study". Two points of reference were held before the raters: a rating of 1 representing the knowledge or skill one would expect of the average college freshman, and a rating of 7 representing the aforementioned level of the superior, "near-ideal" teacher. Intermediate integral values of 2 to 6 were to be assigned according to judgment of relative distance from these poles. An illustrative copy of the instructions and format of the schedule is appended.

The numerical values of the ratings were averaged for each item. The mean ratings in mastery of content (or knowledge) for each of the six groups of subjects are indicated in Table 1.

Table 1. Mean Self-Ratings on Mastery of Elementary School Curriculum Areas (Content) and Foundations of Education (Knowledge)

	Group of Respondents*							
Area	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Mean Gr. 1-3	Mean Gr. 4-6
Art	2.43	3.84	4.11	4.03	4.30	4.28	3.46	4.20
Music	2.88	3.91	4.43	4.30	4.00	3.92	3.74	4.07
Health	3.79	4.36	4.70	4.25	4.20	4.39	4.28	4.28
Science	3.17	4.55	4.75	4.70	4.89	4.68	4.16	4.76
Mathematics	3.64	4.11	4.72	4.69	4.80	4.89	4.16	4.79
Reading	4.54	4.76	5.10	4.81	4.79	5.00	4.80	4.87
Other Lang. Arts	4.17	4.52	4.81	4.89	4.65	4.67	4.50	4.74
Social Studies	3.56	4.15	4.46	4.67	4.70	4.72	4.06	4.70
Psych. Found.	3.01	4.60	4.66	4.53	4.90	4.56	4.09	4.66
Social Found.	2.64	4.19	4.09	3.97	4.30	4.14	3.64	4.14
Mean Rating	3.38	4.30	4.58	4.48	4.55	4.53	4.09	4.52
Number	85	55	53	64	20	36	193	120

*Key:

Group 1: First Education Course
Group 2: First Methods and Materials Course
Group 3: Student Teaching Course
Group 4: Beginning Teachers: One Month
Group 5: Beginning Teachers: One Term
Group 6: Beginning Teachers: One Year

Similarly, mean ratings for mastery of methods of teaching (or ability to apply knowledge) are shown in Table 2.

Table 2. Mean Self-Ratings on Mastery of Elementary Curriculum Areas (Methods) and Foundations of Education (Ability to Apply Knowledge)

	Group of Respondents*							
Area	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Mean Gr. 1-3	Mean Gr. 4-6
Art	2.06	3.55	4.30	4.20	4.35	4.47	3.30	4.34
Music	2.20	3.65	4.21	4.23	4.00	3.75	3.35	3.99
Health	3.08	4.09	4.30	4.13	4.15	4.44	3.82	4.24
Science	2.55	3.45	4.75	4.80	4.85	4.81	3.58	4.82
Mathematics	2.87	3.53	4.77	4.59	4.65	5.05	3.72	4.76
Reading	3.52	4.42	4.92	4.77	4.63	4.97	4.29	4.79
Other Lang. Arts	3.29	4.11	4.69	4.89	4.65	4.83	4.03	4.79
Social Studies	2.91	3.72	4.42	4.53	4.85	4.56	3.68	4.65
Psych. Found.	2.87	4.35	4.77	4.48	4.90	4.83	4.00	4.74
Social Found.	2.54	3.73	4.04	3.70	3.95	4.22	3.44	3.96
Mean Rating	2.79	3.86	4.52	4.43	4.50	4.59	3.72	4.51
Number	85	55	53	64	20	36	193	120

*Key:

Group 1: First Education Course
Group 2: First Methods and Materials Course
Group 3: Student Teaching Course
Group 4: Beginning Teachers: One Month
Group 5: Beginning Teachers: One Term
Group 6: Beginning Teachers: One Year

The findings of Tables 1 and 2 are shown graphically in Figures 1 and 2.

Key: —•— Group 1: First Education Course
——— Group 2: First Methods and Materials Course
- - - - Group 3: Student Teaching Course

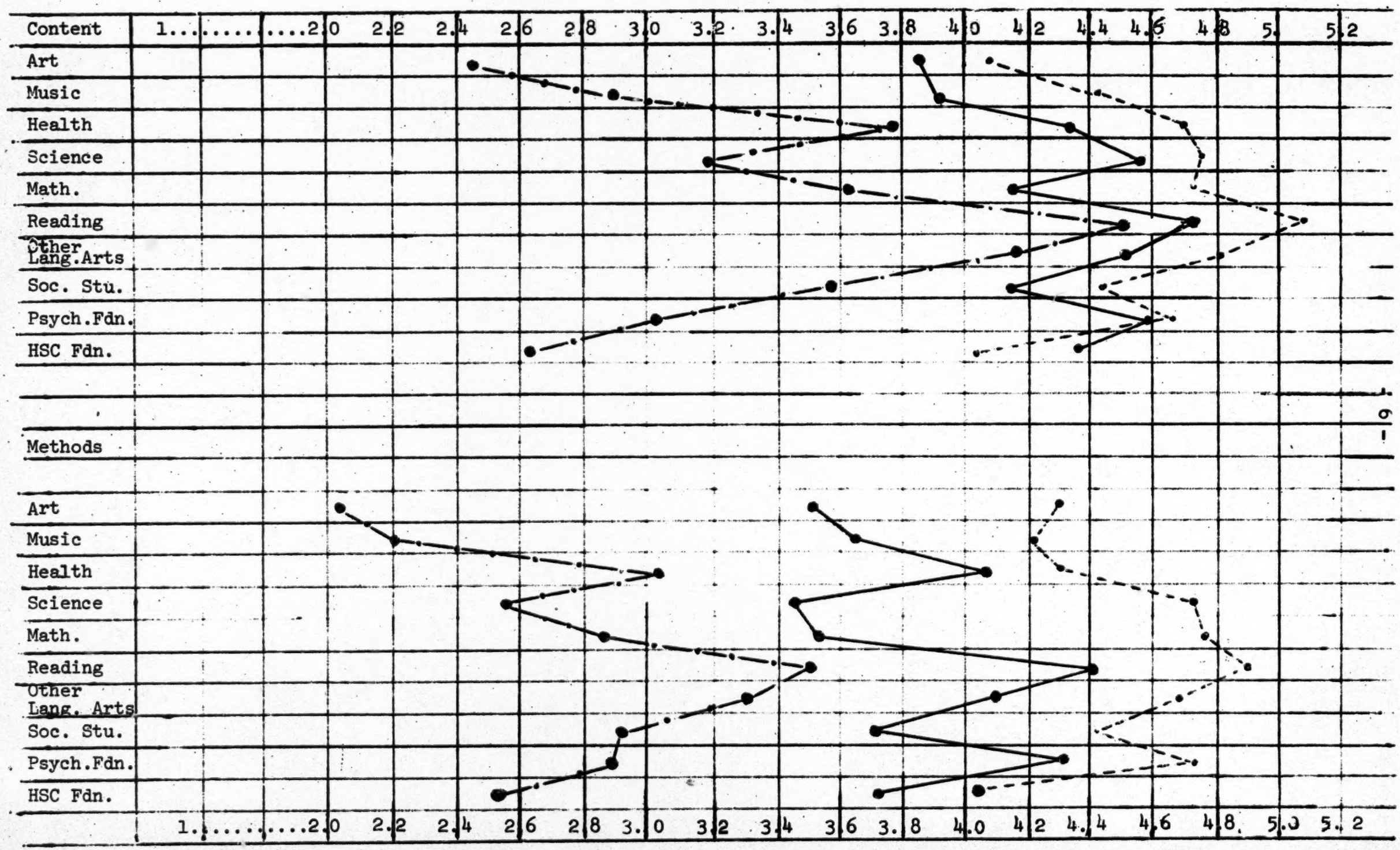

Figure 1. Mean Self-Ratings on Mastery of Elementary School Curriculum Areas and Foundations of Education - Groups 1-3.

Key: ——— Group 4: Beginning Teachers: One Month
—·— Group 5: Beginning Teachers: One Term
- - - - Group 6: Beginning Teachers: One Year

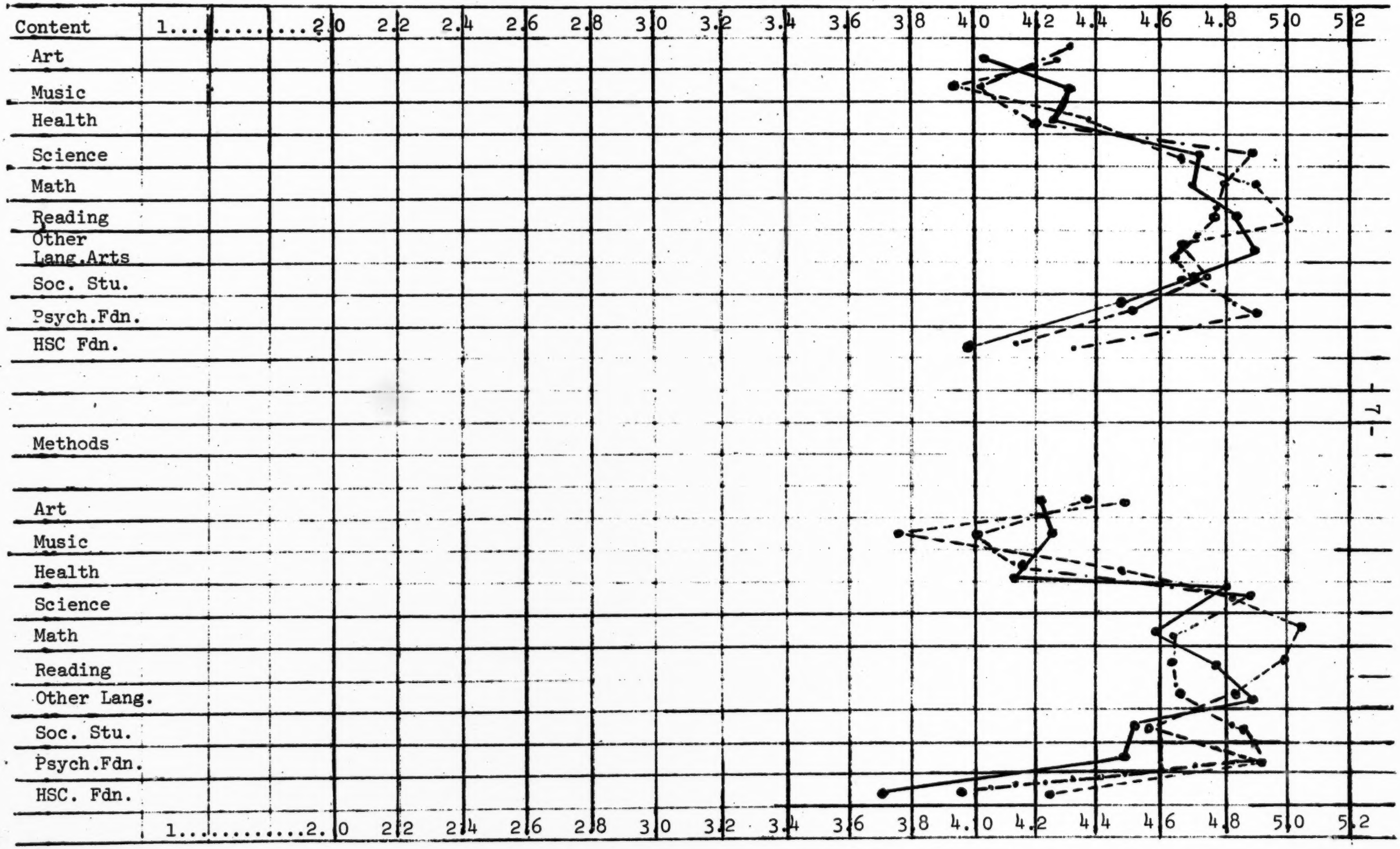

Figure 2: Mean Self-Ratings on Mastery of Elementary School Curriculum Areas and Foundations of Education - Groups 4 - 6

An examination of the data presented in Tables 1 and 2 and of the corresponding figures leads to several observations and further questions.

For example, while the upward thrust in Content and especially in Methods is evident during the undergraduate period, little change occurs during the first year of teaching either in Content mastery or mastery of Methods, as judged by the rating instrument. At the undergraduate level Content mastery moves more rapidly at first, but is later equalled by the ratings of mastery of methods. The last undergraduate rating and all three graduate ratings, are quite close as between Content and Methods, on the average.

The undergraduate results seem to reflect the pattern of emphasis in the distribution of academic and professional courses over the four year period. General education courses come first, during the freshman and lower sophomore period, for the most part. As the required distribution of second level academic courses reflective of the spread of the elementary school curriculum is taken, the Content mastery ratings go up sharply.

The most striking finding is the virtual absence of gains, on the whole, during the first year of teaching.

Surprisingly, mastery ratings in Methods rise significantly during the period when the common Foundations of Education courses are taken, prior to Methods courses themselves. There are evidences that students make specific gains in the particular curriculum areas as they are covered in the Upper Junior and Lower Senior courses in Methods and Materials, Surprisingly also, self-ratings in Reading and in the other Language Arts tend to be rather high from the beginning of the professional Education sequence period and remain so into the teaching period, even though in the past there seems to have been much talk of inadequacy of preparation in these fields. The change may reflect widespread activity in these areas.

It should be noted that ratings were made in October 1964 in the case of all groups reported in Tables 1 and 2. In the case of the Student Teaching (Group 3) a second rating was recorded in January 1965. During the ten weeks

interval between the two ratings, the mean rating for Content mastery rose only slightly from 4.58 to 4.61. However, the corresponding change for Methods was from 4.52 to 4.70. This last figure of 4.70, representing perception of Methods mastery at the termination of student teaching, drops to 4.43 in the case of beginning teachers of but a single month's experience.

Also notable is the drop from Group 3 to Group 4 in mean ratings in both Content and Methods, as well as in eight of the ten specific Content areas and six of the ten Methods areas. The only persistent gains from the student teaching period to the teaching period occurred in Other Language Arts and in Social Studies.

Recovery after early low ratings in Art and Music are evident; however, teachers still seem to experience difficulty with Mehtods in Music. Perception of mastery of Social Foundations tends to lag, although, with added experience, teachers tend to feel stronger in their ability to apply knowledge in this area. Many additional comparisons of interest may be drawn from the two tables, and the two figures taken separately or in combination.

Studies in the Dependability of Self Ratings of Mastery

Because of the subjective nature of the data and the presence of a multiplicity of causative factors, several replication and correlational studies were made as a basis for indicating the dependability of the findings. Although variations appear in particular aspects of the findings, stability in the general conclusions from the data were evidenced in the series of studies summarized below.

Replication Study

Self ratings of mastery of Content and of Methods of Teaching were obtained from four undergraduates groups in January 1966 and two graduate groups in November 1965 representing a progression from the first professional Education course through the better part of one year of beginning teaching. The mean ratings in Content mastery and Methods of Teaching mastery, and the continued means for the several groups are given in Table 3.

Table 3. Mean Ratings in Content and Methods of Teaching:

Replication Study

Group	No.	Content	Methods	Combined
First foundations course	68	3.77	3.19	3.48
Third foundations course	175	4.57	3.93	4.25
First methods course	53	4.56	4.15	4.35
Student teaching	45	4.53	4.65	4.59
Beginning teaching (2 months)	59	4.45	4.24	4.34
Beginning teaching (8 months)	27	3.65	3.48	3.56

These results reveal a striking gain in perceived Content mastery from the upper sophomore to the lower junior year with a leveling off in the junior and senior year and a marked drop during the first year of teaching. The self-ratings in Methods of Teaching show a similarly striking gain from the upper sophomore to the lower junior year and a continuing but more gradual pattern of gain throughout the undergraduate program. Again, there is a marked drop during the early stages teaching, thus confirming the essential findings reported in Tables 1 and 2 and Figures 1 and 2.

Retrospective Ratings

A tendency toward retrogression in judgment as to one's past masteries is further confirmed in the mastery ratings teachers give themselves when asked to rate their competencies "as of the time of beginning teaching" and "as of now." Thus, in mastery of Content the "out-one-term" teachers rated themselves 3.67 on the average as of beginning teaching while rating themselves 4.55 currently, and the "out-one-year" teachers rated themselves 3.44 retrospectively as against a current rating of 4.52. This despite the fact that beginning teachers of one month rated themselves 4.48. A somewhat more striking trend in the same direction is evident with regard to ratings of mastery of Methods. Can it be that the farther one gets from his undergraduate training, the less adequately he feels it prepared him in mastery of Content or of Methods?

Consistency in Content Ratings and in Methods Ratings from Group to Group

A further inquiry into the consistency of ratings entailed the determination of the intercorrelations among four student teaching groups considered separately in terms of mean ratings for the ten Content and for the ten Methods areas. It should be noted that the correlations were computed with group mean ratings and not individual ratings. The results of this study are indicated below.

Table 4. Correlations between Student Teaching Groups in Content Ratings and in Methods Mastery Ratings

Student Teaching Groups	Content Correlations	Methods Correlations
Jan. 1964 and May 1964	.77	.86
Jan. 1964 and Jan. 1965	.78	.77
Jan. 1964 and May 1965	.85	.90
May 1964 and Jan. 1965	.90	.77
May 1964 and May 1965	.91	.97
Jan. 1965 and May 1965	.96	.93

The number of students involved in the several student teaching groups isaas follows:

Group	Number
January 1964	40
May 1964	83
January 1965	54
May 1965	103

It is evident from Table 4 that the findings are highly consistent from semester to semester as different student teaching groups are used as subjects.

Consistency of Correlations between Mastery Ratings in Content and Methods

The respective correlations between the mean ratings in Content and Methods for three Foundations Groups, five Student Teaching Groups and two Beginning Teaching Groups are shown below:

Table 5. Correlation between Mean Mastery Ratings in Content and Methods by Group

Group	Correlations	Number
First foundations course	.67	68
Third foundations course	.75	175
First methods course	.69	53
Student teaching (Jan 1964)	.55	40
Student teaching (May 1964)	.47	83
Student teaching (Jan. 1965)	.65	54
Student teaching (May 1965)	.65	103
Student teaching (Jan. 1966)	.67	45
Beginning teaching (2 mos.)	.63	59
Beginning teaching (8 mos.)	.66	27

A moderately high consistency in the correlations between Content and Methods ratings group to group is evident in Table 5. A similar degree of consistency is evidenced when the correlations are arranged by curriculum area instead of by group, as noted in Table 6.

Table 6. Correlation between Mean Mastery Ratings in Content and Method by Curriculum Area

Area	Correlation
Art	.69
Music	.70
Health	.61
Science	.66
Mathematics	.72
Reading	.59
Other Language Arts	.60
Social Studies	.67
Psychological Foundations	.58
History, Social and Cultural Foundations	.63

Consistencies and Differentiations Among Stages of Preparation as Revealed in Correlations Employing Self Ratings of Mastery

Employing a combination of the ten Content and the ten Methods mean ratings in each of sixteen different groups a matrix was constructed showing the correlations between each group and every other group with respect to ratings in the several areas. Five of these groups represented pre-student teaching courses; six represented student teaching; and five, beginning teaching. The total number of correlations involved was 120. These correlations were classified according to the three stages of preparation noted above. The correlations entailing each pair of categories were averaged with the following results:

Table 7. Mean Correlations between Categorized Pairs of Groups in Combined Content and Methods Mean Ratings

Category Pair	Mean Correlation	No. of Correlation
1. Pre-student teaching with pre-student teaching	.80	10
2. Pre-student teaching with student teaching	.40	30
3. Pre-student teaching with beginning teaching	.33	25
4. Student teaching with student teaching	.86	15
5. Student teaching with beginning teaching	.71	30
6. Beginning teaching with beginning teaching	.63	10

Thus, results with student teaching groups at different times are in closest agreement; the greatest fluctuation occurs as between findings with pre-student teaching groups and those obtained with groups farther along in their stage of preparation.

The replication study, the report on retrospective ratings of mastery and the correlational analyses all serve to substantiate the conclusion that the findings reported in Tables 1 and 2, though based on subjective data, have a high degree of dependability, or consistency.

The high correlations shown in Table 4 relating to both Content mastery ratings and Methods mastery ratings assigned by different student teaching groups suggest not only that the ratings are notably reliable, but that conditions producing the subjective judgments were essentially unchanged from semester to semester. Otherwise, to cite the case of two groups who took student teaching three semesters apart, namely the January 1964 and the May 1965 groups, correlations between the mean ratings in Content and in Methods could not have been as high as .85 and .90 respectively. This finding suggests that well planned and vigorous curricular intervension is probably necessary if changed mastery judgments are likly to ensue.

The lesson to be learned from Tables 5 and 6 which report correlations between Content and Methods mastery ratings is that while the two are not invariably equally high or low, they do tend to go hand in hand in the judgment of the rater. Perhaps this is simply a result of the "halo" effect. On the other hand it may also indicate in varying degree, an interactive relationship between content and methods which may well be studied further and consciously cultivated since this relationship lies at the heart of a number of teacher education issues. Thus the higher correlations of the student teaching group during the academic year 1964-1965 as compared with 1963-1964 might conceivably reflect a moderate shift in the teaching approach that was undertaken in the direction of seeking a closer integration between content and methods.

Discussion of Findings Regarding Self Ratings of Mastery

While serving to document an important aspect of the teacher education enterprise, the findings raise more questions than they answer. Paramount among these is the query as to what factors are responsible for the absence of significant gain in reported mastery during the first year of teaching and the decrease in perceived mastery, particularly in Methods, as between the termination of student teaching and the beginning teaching period itself. Thus it may well be that, while competency is increased, added realization of the demands of the teaching position results in a tendency to rate one's mastery lower than it really is. At the same time, the undergraduate, in the sheltered role of teacher aide or student teacher, may develop an attitude of relative over-confidence. The whole matter of the development of professional ego-ideal and self-image and of the styles of coping with anxiety factors associated with teaching, will require extensive study if we are to understand the dynamics underlying mastery attitudes.

Methodologically, the question remains as to whether the terms employed conveyed sufficiently similar meanings to all concerned to permit the use of the findings for feedback purposes. Terms such as mastery, content, and methods are subject to discrepancy between the verbal symbol and its referrent; different individuals may ascribe varying meanings to the words; the concepts may convey different meanings as applied to the several curriculum areas; the meanings as well as the masteries themselves may change in the progression of the respondents through the several stages of teacher preparation. Self rating studies involving the hazards of communication can lead only toward the formulation of hypotheses; intensive interviewing, objective measurement and controlled observation are necessary for verified conclusions.

Related to the forgoing is a third set of questions that bear on the contribution the data might make to decisions concerning elements of the pre-service and in-service environments of the teacher. One may inquire as to whether those who responsibly influence these environments have realistically assessed their efforts toward teacher preparation and growth in terms of masteries needed to carry on the complex functions of the teacher, particularly in the doubly difficult urban settings. Thus, have liberal arts departments adequately considered the adaptation of subject matter instruction to the needs of elementary school teachers? Have prospective teachers been made aware early in their college careers of the needed masteries? Have instructors in professional courses consciously taught the psychology of learning and development and the methods of teaching in a manner calculated to achieve transfer to live school situations? Have school systems made adequate provision for the orientation of beginning teachers and their on-the-job training where such training is more meaningfully provided while on the job than prior to job entrance? Have training colleges and school systems learned to share the responsibility for the training and the in-service growth of teachers?

If the present study, through partial documentation of self-perceived mastery on the part of prospective and present teachers, has drawn attention to questions such as these, it will have served its purpose.

A P P E N D I X

Self Rating Questionnaire in Mastery of Content and Methods

THE CITY COLLEGE
School of Education

Follow-up Study of City College Education Students

A teacher has many roles to fulfill, many kinds of activities to carry out, many sorts of knowledge to acquire and impart, many skills to learn in order to carry out these activities and impart the various kinds of knowledge. Of course, no one is equally able or prepared in all areas. Effective teachers show considerable variation in their individual pattern of strengths and weaknesses. Some of these strengths and weaknesses prospective teachers bring with them when they enter the teacher education program; these are further modified by the experiences they have in the teacher education program and by their later experiences in actual teaching positions.

We are engaged in a long-range program of research in teacher education. One of the major goals of our research program is to determine how the teacher education program can best help prospective teachers to prepare for the varied roles they must assume in their future jobs. In order to do this, it is necessary to obtain frank and full information from people who are attending our teacher education program. As a student enrolled in the City College teacher education program you are one of the people who has been specially selected to participate in this study.

As the first phase of the study we are asking you to rate yourself in your mastery of the elementary subjects and in your mastery of methods of teaching the several subjects.

You are asked to write your name on this questionnaire for research purposes only, so that we can put together all the information you will provide. All information will be used impersonally for the general purposes of the study only.

Directions

The following scale has been arranged so that you may rate yourself from 1 to 7 on the various aspects of professional teaching competence:

1 stands for a level of knowledge and/or skill you would expect of an average college freshman

7 stands for a level of knowledge and/or skill you would expect of a superior, near-ideal elementary school teacher with ten or more years of teaching experience and at least a year of graduate or in-service work

4 stands for a half way mark between 1 and 7

2 stands for a rating closer to 1 than to 4

3 stands for a rating closer to 4 than to 1

5 stands for a rating closer to 4 than to 7

6 stands for a rating closer to 7 than to 4

On the following page you are asked to rate yourself (1) on your mastery of each elementary school subject and (2) on your mastery of methods of teaching the several subjects, according to the key above.

In part A rate yourself as to how well you feel you have mastered the subject content as distinguished from the methods of teaching the subject by circling the appropriate number. In part B rate yourself as to how well you can teach the subject as distinguished from mastery of the subject content itself by circling the appropriate number.

STUDY 1

	Circle the appropriate number						
A. Mastery of the Subject Content	**Low**			**Middle**			**High**
1. Art	1	2	3	4	5	6	7
2. Music	1	2	3	4	5	6	7
3. Health	1	2	3	4	5	6	7
4. Science	1	2	3	4	5	6	7
5. Mathematics	1	2	3	4	5	6	7
6. Reading	1	2	3	4	5	6	7
7. Other language arts	1	2	3	4	5	6	7
8. Social studies	1	2	3	4	5	6	7
9. Psychological foundations of education	1	2	3	4	5	6	7
10. Historical, social and cultural foundations of education	1	2	3	4	5	6	7
B. Mastery of Methods of Teaching the Subject							
11. Art	1	2	3	4	5	6	7
12. Music	1	2	3	4	5	6	7
13. Health	1	2	3	4	5	6	7
14. Science	1	2	3	4	5	6	7
15. Mathematics	1	2	3	4	5	6	7
16. Reading	1	2	3	4	5	6	7
17. Other language arts	1	2	3	4	5	6	7
18. Social studies	1	2	3	4	5	6	7
19. Ability to apply knowledge of psychological foundations to educational situations	1	2	3	4	5	6	7
20. Ability to apply knowledge of historical, social and cultural foundations to educational situations	1	2	3	4	5	6	7

Name _____
Last First

Course _____ Date _____